



## The Brunts Academy- Pupil Premium Planned Expenditure 2018/19

### Summary Information

Total PP budget	£320,705	Total number of PP students eligible 7-11	378 (7=93, 8=76, 9=87 10=66 11=56)
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### Current attainment/Outcomes last year

#### 2018 Outcomes unvalidated data

	Pupil Premium	Non Pupil Premium
Progress 8	-0.27	0.02
Attainment 8	38.93	48.27
% Students 5+ in Eng	48%	64%
% Students 5+ in Maths	30%	57%
% Students 4+ in Eng	66%	83%
% Students 4+ in Maths	62%	80%

#### Attendance Data 2017-18

	Pupil Premium	Non Pupil Premium
Year 7	94.71%	96.74%
Year 8	93.52%	96.22%
Year 9	89.01%	95.08%
Year 10	89.84%	95.85%
Year 11	94.81%	96.19%



1. Quality of teaching for all			
Barrier	Action/Approach	Rationale	Outcome
Students cannot cope with large class sizes and do not make appropriate learning gains.	Employment of Faculty Achievement Assistants which are strategically placed with the advice from the DoL to best support students who are at risk of underperformance.	Support for students that is focused on ensuring learning and behaviour strategies, as well as small group work will ensure students make appropriate learning gains.	PP students are on track to achieve targets with an increasing amount on track at each tracking window.
Students learning needs are not met fully within the normal curriculum/timetable.	Development and implementation of a Student Development Centre	Students who are behind in their learning benefit from small group learning. This closer support from trained staff enables rapid catch-up for students who have additional needs.	PP students who access the SDC are on track to meet targets and gain appropriate qualifications.
Students have behavioural needs, or need support in how to deal with their own individual behaviours which means they can't access the main classroom environment.	Beacon provision, which allows targeted intervention for behavioural needs through access to an area within Brunts and with appropriate subject staffing.	Some students benefit from intensive support around their behaviour and how to manage these in the classroom environment. Short staff seminars on behaviours and small group teaching will enable students to remain within school while still making academic progress.	Improvement's shown in individual pupil behaviours via a reduction in incidents and re integration into the mainstream classroom.



Students are unable to access the main curriculum provision and so need to have specialist provision put in place.	Key will access specialist programmes suitable to their individual needs.	Students in AP provision require access to a different curriculum/approach which is in line with their needs to ensure they are achieving towards future pathways.	Attendance and engagement in provision is good and students make good progress on courses/towards qualifications.
<b>Total Spend:</b>			<b>£142,300</b>

2. Targeted Support			
Barrier	Action/Approach	Rationale	Outcome
Students and families cannot afford the correct uniform and equipment.	Funding of new uniform/equipment for PP students at the start of the year and replacements throughout the year as required.	Students need to feel secure and have a sense of belonging and wearing uniform/having the correct equipment assists this. Last year all students in Y7-11 wore school uniform appropriate to needs.	All students attend wearing appropriate uniform and have appropriate equipment.
Students emotional needs mean they cannot fully cope with the demands of a large secondary school.	Head of Student Development Centre appointed to monitor and evaluate impact of different strategies from AP and SDC.	Some students work better in small group settings with a different curriculum offer within the main site – this could include specialist awards such as AIMVOCS.	Students will learn in a safe and suitable environment for their needs, and will be on track to achieve targets/qualifications.

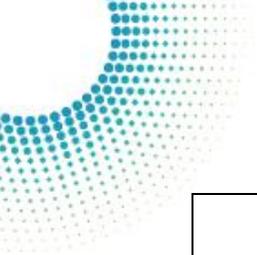


<p>Students struggle with social/emotional relationships with peers and staff.</p>	<p>Help to support children and young people in school to understand and regulate their own emotions whilst also respecting the feelings of those around them through ELSA sessions.</p>	<p>ELSA helps to instil and develop, as well as address Social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills which are solution focused and friendship.</p>	<p>Attendance of students is good, a reduction in behaviour points is seen and ELSA tracking shows students are making progress with the emotional literacy.</p>
<p>Students do not eat in the morning prior to learning which can result in a negative start to the day for individuals.</p>	<p>Breakfast club provision is in place and is run by key staff and Post-16 students.</p>	<p>Ensuring students have access to a suitable diet will help with focus, general health and concentration during the school day.</p>	<p>Increase in students attending breakfast club everyday and students starting the day in a healthy way.</p>
<p>Social emotional and mental health issues are on the rise among young people, with fewer opportunities to access counselling services within the community.</p>	<p>School counsellor employed to identify and work with young people through issues which they may be facing allowing their anxieties to be reduced.</p>	<p>Young people who are suffering from mental health issues or anxiety related issues are not always able to focus fully on their learning.</p>	<p>Students who access the counsellor have good attendance and tracking shows students make improvements in emotional health.</p>
<p>Behaviour incidents and lower average attendance among disadvantaged students hinders their progress within lessons.</p>	<p>Pastoral Mentors employed for each year group with a focus on behaviour and attendance, particularly among disadvantaged students.</p>	<p>There is a negative behaviour gap between disadvantaged and non-disadvantaged students, with disadvantaged students as a cohort having more behaviour incidents per year than non-disadvantaged. The</p>	<p>Improved behaviour of disadvantaged students by a reduction in incidents/behaviour points. Attendance gap between PP and non-PP students is reduced to less than 2%.</p>



		attendance of PP students is lower than that of non PP students.	
<b>Total Spend:</b>			<b>£170,000</b>

<b>3. Other approaches</b>			
<b>Barrier</b>	<b>Action/Approach</b>	<b>Rationale</b>	<b>Outcome</b>
Students do not have high aspirations of themselves and seldom visit different areas of the country/institutions such as universities.	Trips will be paid for/subsidised to enable PP students to attend external visits to help foster higher aspirations among them.	To allow disadvantaged students to engage in educational visits, to positively impact on their progress in class and build their cultural capital.	All students have access to off site visits and trips to widen their opportunities and experiences.
Low income in families means that music tuition is not always affordable for PP students.	Music Tuition for PP students to be provided.	Allowing students to take part in music lessons to develop their own personal interests will increase confidence and engagement within school.	PP students will access music tuition and make progress in their learning. Students will be part of performances.
Students have limited exposure to possible careers and pathways to reach these. This is due to low aspirations or just an unawareness of this within family units.	Careers programs which will focus on PP students, assemblies around this as well as 1:1 careers support from a CEIAG officer.	Students awareness of potential careers as well as different pathways can help boost their motivation as well as the confidence to work towards this. 1:1 from a CEIAG with clear action plans and information can help disadvantaged students take the	PP students will not become NEETs and will have identified the correct career pathways for their own aspirations.



		right steps towards careers aspirations.	
<b>Total Spend:</b>			<b>£8000</b>